**The Kindergarten Core and MORE Instruction Checklist**

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Review making a graph by handing out picture cards of either a fish or a bug to each student. Have the students act out either the fish or the bug. Then, have them take their cards and put them up in the correct place on the board to make a graph. | |
| **BUILDING A FOUNDATION** (5 MINUTES) | |
| Introduce the new vocabulary word: picture graph. Explain to the students that a picture graph uses pictures instead of real objects to find whether a group has more or fewer. Ask the students what they can tell you about the graph. Ask which group has more and which group has fewer. | |
| **WHOLE GROUP INSTRUCTION: Concrete** (10 MINUTES) | |
| Day1: Draw boxes/graph around each of the animal cards on the board. Then take down the cards and put them in a group on the side. You will be left with a blank graph on the board. Then count the number of fish and color in that many boxes, and do the same for the bugs. You will now have a picture graph on the board. | |

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| **SCAFFOLDED INSTRUCTION: Representational** (10 MINUTES) |
| Day 2: Use the document camera to create a picture graph. Have students come up to color in the graph. |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) – during centers |
| Day 2: Have the students independently create a picture graph using the topic 16, lesson 4 worksheet that EnVision provides. |
| **FORMATIVE ASSESSMENT** (5 MINUTES) |
| Have the students use their math journals to create a picture graph of a problem that they are given (i.e. You went to the store and bought 5 bananas and 7 oranges. Which one is greater? Which one is less?). |